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ABSTRACT

This manual identifies and systematizes the sequence of events necessary for the State Department of Education to effectively plan, implement, and evaluate its varied programs. The report (1) describes the cycle, (2) outlines the flow of events, (3) delineates offices responsible for each event, and (4) discusses overlapping phases of event cycles with interactions. Appendixes contain (1) budget/planning forms, (2) an operations planning and reporting document, (3) an activity listing, and (4) a sample operations planning and reporting document. (JF)

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P L A N N I N G / B U D G E T I N G / E V A L U A T I O N M A N U A L

AN OPERATION MANUAL FOR

STAFF MEMBERS CONCERNING

THE IMPLEMENTATION OF THE

PLANNING/BUDGETING/EVALUATION CYCLE

WITHIN

THE MISSOURI STATE DEPARTMENT OF EDUCATION

JEFFERSON CITY, MISSOURI 65101

AUGUST, 1972

EA 004 827

State of Missouri

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Jefferson City, Missouri 65101

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FOREWORD

Department Staff Members:

As part of the Missouri State Department of Education, planning efforts and analyses have been made of the necessary activities related to planning, budgeting, and program evaluation.

This procedure manual identifies each activity which must be accomplished in the cycle of planning, budgeting, and evaluation, assigns responsibility for accomplishment, and designates an estimated completion time.

By following this cycle of events, the Missouri State Department of Education will be better able to control and coordinate its activities as related to our goals and objectives and thus provide better services to the citizens of the state.

Steve Sandler

Associate Commissioner

ACKNOWLEDGMENTS

The material in this publication has been prepared by the staff of the Planning and Evaluation Section, Division of the Associate Commissioner.

Dr. John F. Allan, Director

Dr. Duane G. Graham, Planning Supervisor

Dr. Roland J. Werner, Evaluation Supervisor

Miss Barbara Buechter, Secretary

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STATEMENT OF PURPOSE

The purpose of this manual is to identify and systematize the sequence of events necessary for the Department of Education to effectively plan, implement, and evaluate its varied programs. It is believed that the operating procedure defined by this sequence of events will effectively increase the capability of the department in comprehensive planning and program evaluation. The procedure has been developed in consideration of the following principles, which are considered essential as the department attempts to fulfill its responsibility to the people of Missouri:

(a) The procedure should provide a mechanism for the department to identify and respond effectively to educational needs of the state of Missouri, and

(b) The procedure should be consistent with the principle of accountability at all levels of the educational enterprise.

Applications of these principles are illustrated in subsequent sections of this manual.

THE PLANNING/BUDGETING/EVALUATION CYCLE

1. What is the Planning/Budgeting/Evaluation Cycle?

The cycle delineates an organized operating procedure which defines each event to be achieved, the scheduled date for achievement of each event, and the responsibility for each event. The procedure may be explained by focusing upon each word in its title:

Planning. The procedure has been designed to build an explicit planning component into the work of the department at both the general administration and program development levels. Provision is made annually for the Commissioner and the Board of Education to define priorities both for immediate program implementation and for planning of budget requests and programs a year in advance of actual program implementation. Program planning will be an integral part of the work of each section, and will be documented by Operations Plans prepared at the beginning of each program year.

Budgeting. The development of the budget is based upon anticipated costs of programs developed within each section. The Proposed Departmental Budget is prepared through a process of developing proposed sectional budgets, making adjustments on the basis of existing resources and constraints, and compiling them into a unified departmental budget. The P/B/E Cycle delineates the major events involved in this process. The budgeting process is integrally related to the planning and evaluation processes.

Evaluation. It is assumed that decisions made in the department should be based upon as much relevant information as possible. The P/B/E Cycle provides for systematic collection of data for program evaluation. Progress of each program is monitored systematically throughout the program year, and the Program Evaluation Report for the total year is made available as support for the departmental budget request.

Cycle. The events which constitute this operating procedure systematically recur in a continuing cycle. The complete sequence from the Commissioner's review of data for the setting of priorities for a program year to the completion

of evaluation reports for that year requires a period of two and one-half years. However, each event recurs each year, with the result that at least two overlapping phases of the cycle are in progress at any given time. Several important interactions occur between events at different phases of the cycle (Figure II).

2. What is the rationale for the Planning/Budgeting/Evaluation Cycle?

The essential concern of the State Department of Education is its basic responsibility to promote excellence in education for the state of Missouri. One of the constraints to achievement of this goal is the fact that efficient operation of such a complex organization requires a systematic procedure for allocation of resources and dissemination of relevant information. The use of the P/B/E Cycle within the department is intended to facilitate achievement of this goal.

One of the principles underlying development of the operating procedure defined by the P/B/E Cycle was that it should provide for effective identification of and response to educational needs of the people of Missouri. Several features of the cycle are consistent with this principle:

(a) Input from a variety of sources contributes to the Commissioner's setting of priorities;

(b) The State Board of Education, representing a broad range of interests and expertise, is also annually involved in the setting of priorities;

(c) The priorities provide direction for preliminary program planning and budget requests;

(d) The priorities provide direction for program development and operation based on actual budget appropriations; and

(e) Provision is made for systematic development and coordination of program plans.

Another important principle concerns the responsibility of the department to demonstrate efficient use of public funds in carrying out its functions. The P/B/E Cycle provides for this responsibility in several ways:

(a) Designs for the evaluation of programs are prepared by each section annually;

(b) Reports of program progress are submitted regularly by sections to coordinators and assistant commissioners; and,

(c) Evaluation reports are submitted regularly to the Associate Commissioner and Commissioner for use in planning, defining priorities, and in support of budget requests.

TABLE OF EVENTS

An event is considered to be the completion of an activity or a set of activities. The following table lists the twenty-eight major events which describe the complete P/B/E Cycle. Each event is numbered according to its position in the sequence. The office responsible for each event is identified, and the date by which each event should occur is stated.

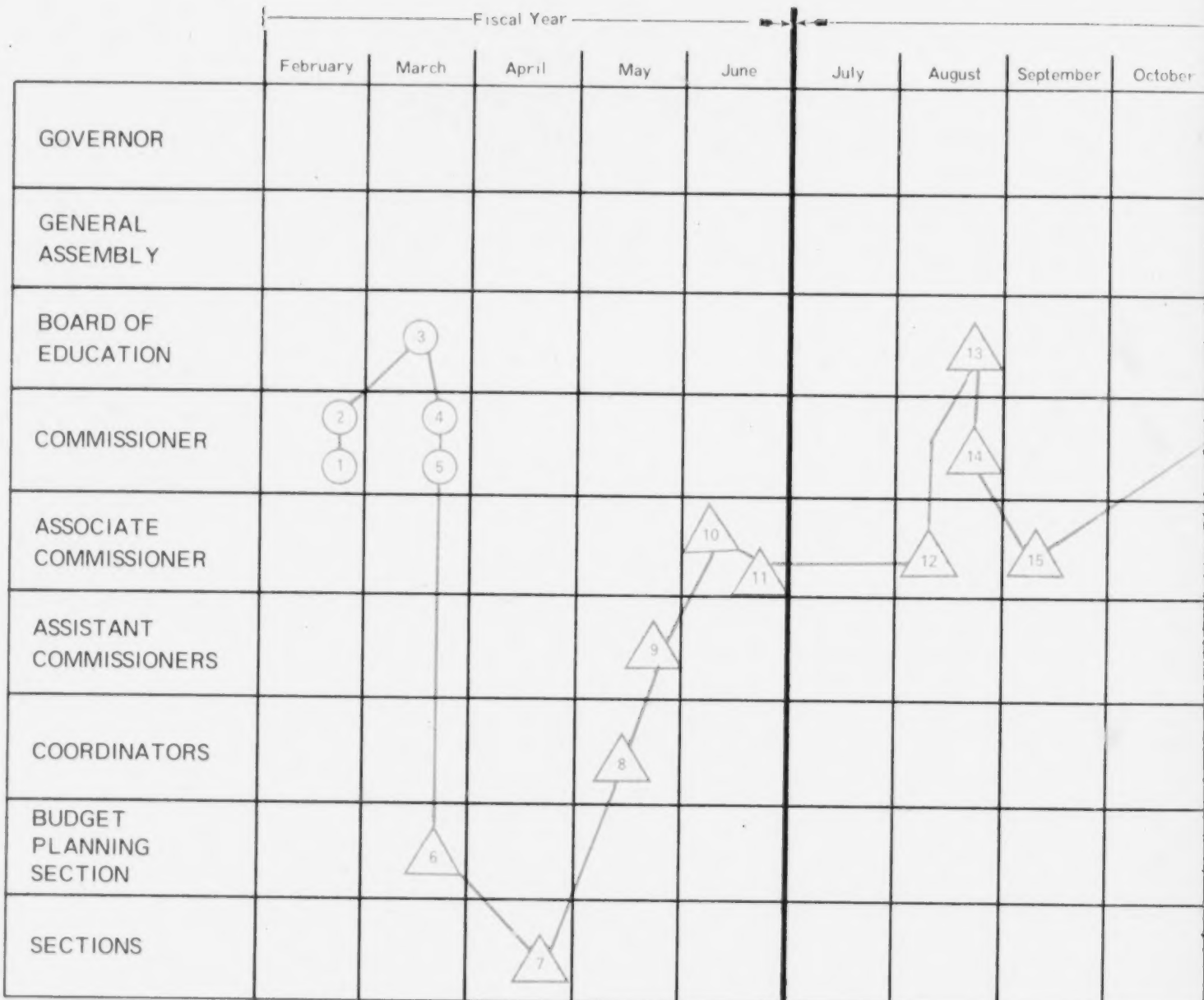
1.	Review of Relevant Data Completed by Commissioner	March 1
2.	Priorities Stated by Commissioner	March 1
3.	Priorities Approved by State Board of Education	March 15
4.	Planning Priorities Disseminated by Commissioner	April 1
5.	Operational Priorities Disseminated by Commissioner	April 1
6.	Budget/Planning Forms Distributed by Budget Planning Section	April 1
7.	Budget/Planning Forms Completed by Sections	May 1
8.	Budget/Planning Forms Reviewed and Approved by Coordinators	May 15
9.	Budget/Planning Forms Reviewed and Approved by Assistant Commissioners	June 1
10.	Review of Budget/Planning Forms and Program Evaluation Reports Completed by Associate Commissioner	June 7
11.	Hearings on Section Budgets Completed by Associate Commissioner	July 1
12.	Proposed Departmental Budget Compiled by Associate Commissioner	August 15
13.	Proposed Departmental Budget Approved by State Board	September 1
14.	Proposed Departmental Budget Submitted to Comptroller by Commissioner	September 1

TABLE OF EVENTS (Cont.)

15.	Sections Notified of Approval of Proposed Budgets/Plans by Associate Commissioner	September 15
16.	Hearings on Proposed Departmental Budget Completed by General Assembly	February 1
17.	Proposed Departmental Budget Approved by General Assembly	May 1
18.	Proposed Departmental Budget Approved by Governor	June 1
19.	Sections Notified of Budget Appropriations by Associate Commissioner	July 1
20.	Operations Planning Form Completed by Sections	July 15
21.	Evaluation Designs Completed by Sections	August 1
22.	Operations Planning Form with Evaluation Design Approved by Coordinators	August 15
23.	Operations Planning Form with Evaluation Design Approved by Assistant Commissioners	August 15
24.	Monitoring Report #1 Submitted to Coordinators and Assistant Commissioners by Sections	October 1
25.	Monitoring Report #2 Submitted to Coordinators and Assistant Commissioners by Sections	January 1
26.	Progress Report Submitted to Associate Commissioner and Commissioner by Assistant Commissioners	January 15
27.	Monitoring Report #3 Submitted to Coordinators and Assistant Commissioners by Sections	April 1
28.	Program Evaluation Report Submitted to Coordinators, Assistant Commissioners, and Associate Commissioner by Sections	June 1

FIGURE I: SIMPLE FLOW OF EVENTS

This chart presents graphically the sequence of events in one complete revolution of the cycle. Events are coded by geometric form to represent discrete phases of the cycle. The office responsible for completion of each event is indicated. The numbers refer to events as explained in the subsequent section.



○ — Events Related to Commissioner's Statements of Planning Priorities and Operational Priorities

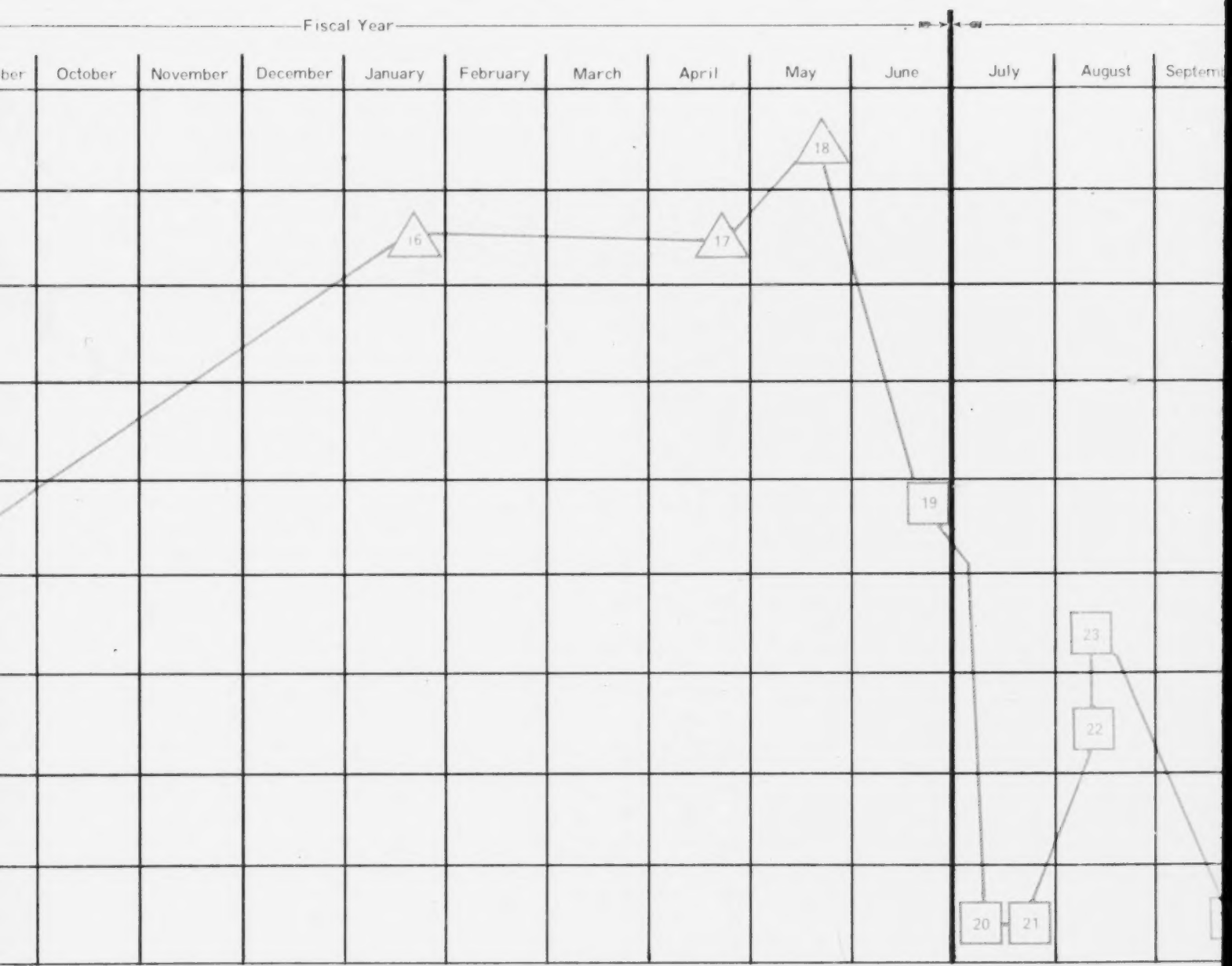
△ — Events Related to Development of Proposed Departmental Budget

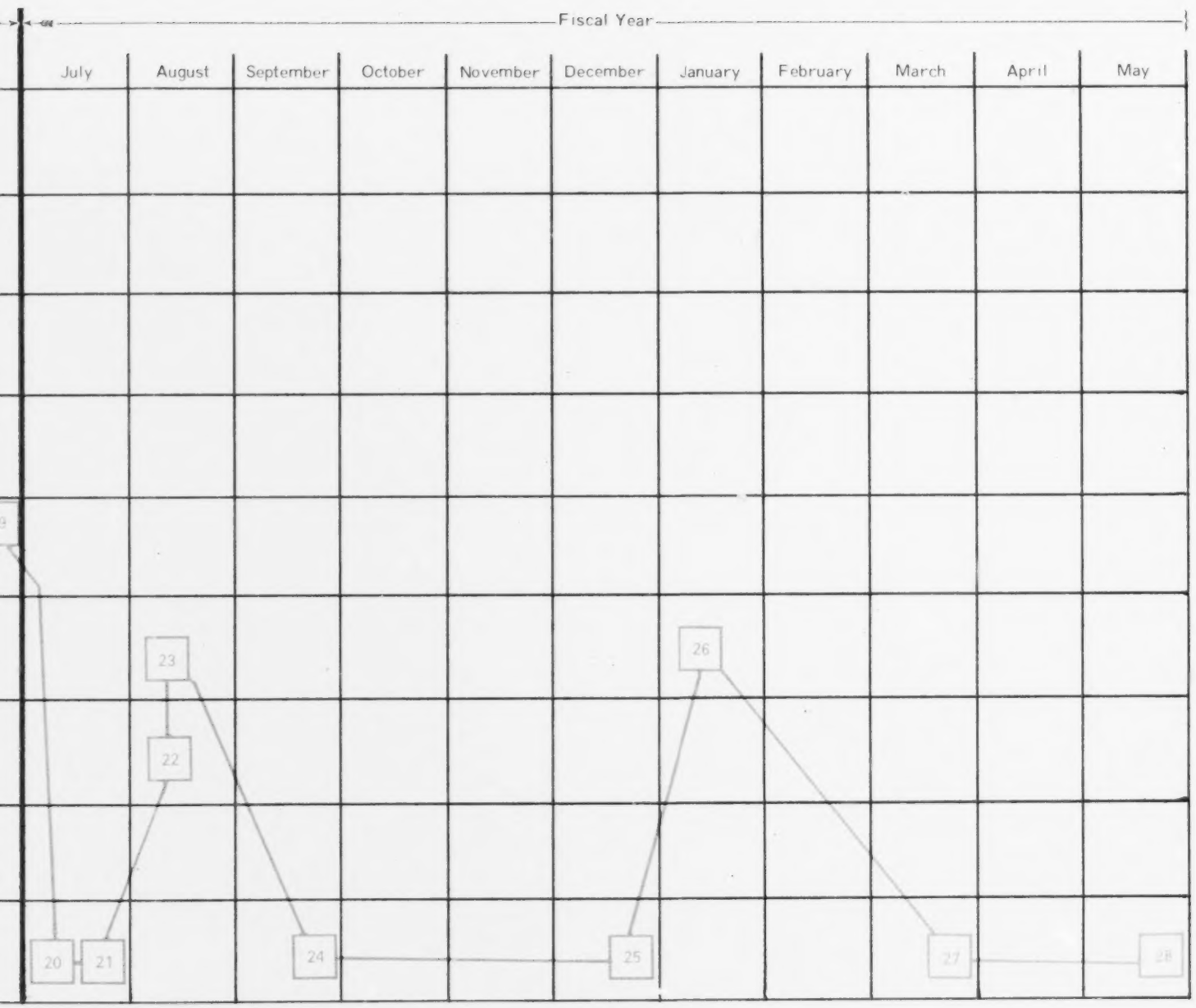
□ — Events Related to Operations Planning and Reporting

MISSOURI STATE DEPARTMENT OF EDUCATION

PLANNING/BUDGETING/EVALUATION CYCLE

Figure I: Simple Flow of Events

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EXPLANATION OF EVENTS

This section presents a brief description of each event. The events are numbered in sequence and represent one complete revolution of the P/B/E Cycle from setting priorities to submitting the Program Evaluation Report for the year. Refer to the Simple Flow of Events (Figure I) for the schedule of completion dates and the office responsible for completion of each activity.

1. Review of Relevant Data Completed by Commissioner

The Commissioner will review information available to him which will assist in determining areas of particular need or concern in educational programs of the state. Sources of information available to the Commissioner for this purpose include, among others, the following:

(a) Regional conferences
(b) Program evaluation reports
(c) Needs assessment studies
(d) National and state educational priorities
(e) Proposed federal and state legislation
(f) Department priorities from previous year
(g) Coordinator's Council
(h) Executive Committee
(i) Staff meetings
(j) Advisory committees
(k) State Board of Education

EXPLANATION OF EVENTS (Cont.)

2. Priorities Stated by Commissioner

The Commissioner will use the information available for focusing on educational needs of Missouri and for stating priorities based on those needs. The priorities will be used to provide direction to program planning in the Department of Education. Two separate products will result from the priority-setting activity:

(a) Planning Priorities will be stated to provide direction in preparing plans and budget requests for programs projected a year into the future. These priorities represent educational needs identified by the Commissioner a year in advance of actual programming so that budget requests can be prepared to meet the need, and

(b) Operational Priorities for the fiscal year immediately ahead will be stated. This may be a revision of priorities for the year stated earlier by the Commissioner. If revision is necessary, it will be made on the basis of relevant information not available when the priorities were stated the previous March. This updated set of priorities will provide direction for program planning based on actual budget appropriations.

3. Priorities Approved by State Board of Education

Copies of the Planning Priorities will be provided to individual members of the State Board of Education prior to their scheduled meeting. This will allow opportunity for individual and unhurried consideration of the statement. The Board will review the Commissioner's statement and approve a Statement of Planning Priorities for the program year which begins fifteen months in the future.

The Operational Priorities for the upcoming year will be similarly reviewed and approved by the State Board.

EXPLANATION OF EVENTS (Cont.)

4. Planning Priorities Disseminated by Commissioner

The Commissioner will disseminate copies of the Statement of Planning Priorities to all members of the Executive Council, coordinators, and section directors. In addition, the Commissioner may further disseminate the statements as he feels appropriate.

5. Operational Priorities Disseminated by Commissioner

Operational Priorities will be disseminated for use by sections in completing operations planning for the program year ahead. Members of the Executive Council, coordinators, directors, and others will receive copies of the priorities as appropriate.

6. Budget/Planning Forms* Distributed by Budget Planning Section

The Budget Planning Section will distribute forms for the use of each section in communicating preliminary plans and budgetary requests for the program year. Distribution of the forms will coincide with dissemination of the Statement of Planning Priorities. The priorities may then be used as basis for development of preliminary plans and budget requests.

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*A copy of the forms is presented in Appendix A.

EXPLANATION OF EVENTS (Cont.)

7. Budget/Planning Forms Completed by Sections

The Budget/Planning Form will communicate preliminary plans and budget requests of each section. When completed, the form will specify long-term goals, program objectives, and intended accomplishments of the section for the program year. The purposes of the form include the following:

(a) Stimulate preliminary planning of programs by section personnel,

(b) Communicate program plans within the department, and

(c) Provide basic information for section budget hearings and determination of proposed departmental budget.

Budget/Planning Forms Reviewed and Approved by Coordinators

Each coordinator will review the forms submitted to him by sections under control. He may suggest modifications thought to be necessary for better coordination among sections and will approve the forms.

Budget/Planning Forms Reviewed and Approved by Assistant Commissioners

Each assistant commissioner will review the forms submitted to him by coordinators within his division. He may suggest modifications thought to be necessary and will approve the forms.

EXPLANATION OF EVENTS (Cont.)

Review of Budget/Planning Forms and Program Evaluation Reports Completed by Associate Commissioner

The Associate Commissioner will review and approve the Budget/Planning Forms submitted by sections. The forms will be compiled at this time to provide basic data for section budget hearings.

The Program Evaluation Reports for the program year being completed will be available at this time. They will be reviewed by the Associate Commissioner and used as a source of information in the section budget hearings.

Hearings on Section Budgets Completed by Associate Commissioner

Budget hearings are conducted to consider and coordinate budget requests being made by each section. This is done on the basis of the Commissioner's priorities, evaluation reports, and other available information.

Proposed Departmental Budget Compiled by Associate Commissioner

After budget requests of each section have been approved by the department administration, they will be compiled into a Proposed Departmental Budget.

Proposed Departmental Budget Approved by State Board

The State Board of Education will review and approve the proposed budget as compiled by the Associate Commissioner.

EXPLANATION OF EVENTS (Cont.)

14. Proposed Departmental Budget Submitted to Comptroller by Commissioner

This proposed budget is the department's appropriation request. After providing opportunity for agency hearings, the Governor will make his recommendations and submit the proposed budget for consideration by the legislature.

15. Sections Notified Of Approval of Proposed Budgets/Plans by Associate Commissioner

The budget requests submitted by sections may have been modified in the process of section budget hearings and compilation of the Proposed Departmental Budget. This activity communicates to each section the budget request for that section as finally submitted to the Comptroller.

16. Hearings on Proposed Departmental Budget Completed by General Assembly

The legislature will consider the budget request. In doing this, they will ask the department to justify the request, will consider the fiscal resources of the state, and will balance the request against competing demands upon those resources.

17. Proposed Departmental Budget Approved by General Assembly

After consideration of the request, the legislature will approve an appropriation for the department.

EXPLANATION OF EVENTS (Cont.)

18. Proposed Departmental Budget Approved by Governor

The Governor will review and approve the appropriation for the department.

19. Sections Notified of Budget Appropriations by Associate Commissioner

The Associate Commissioner will inform department personnel of appropriations for operation of each of the sections.

20. Operations Planning Form* Completed by Sections

On the basis of actual appropriations for the year, each section will plan budget operations for the current fiscal year. The plan will detail goals and objectives, anticipated costs, and program activities.

21. Evaluation Designs Completed by Sections

Each section will prepare a design for evaluation of the program of that section. The design will specify the data to be used for evaluation, source of data to be collected, and evaluation criteria. The information will be included in the Operations Planning and Reporting Document.

22. Operations Planning Form with Evaluation Design Approved by Coordinators

Each coordinator will review and approve the forms submitted by sections under his control.

*This form is a part of the Operations Planning and Reporting Document, presented in Appendix B.

EXPLANATION OF EVENTS (Cont.)

23. Operations Planning Form with Evaluation Design Approved by Assistant Commissioners

Each assistant commissioner will review and approve the forms submitted by sections within his division.

24. Monitoring Report #1 Submitted to Coordinators and Assistant Commissioners by Sections

At the end of the first three months of operation in the fiscal year each section will prepare and submit a report of progress and problems related to achievement of program objectives for the year.

Monitoring Report #2 Submitted to Coordinators and Assistant Commissioners by Sections

At the end of the first six months of operation in the fiscal year, each section will prepare and submit a report of progress and problems related to achievement of program objectives for the year.

Progress Report Submitted to Associate Commissioner and Commissioner by Assistant Commissioners

After receiving Monitoring Report #2 from sections, each assistant commissioner will prepare and submit a summary report of program progress within his division.

EXPLANATION OF EVENTS (Cont.)

27. Monitoring Report #3 Submitted to Coordinators and Assistant Commissioners by Sections

At the end of the first nine months of operation in the fiscal year, each section will prepare and submit a report of progress and problems related to achievement of program objectives for the year.

28. Program Evaluation Report Submitted to Coordinators, Assistant Commissioners, and Associate Commissioner by Sections

Near the end of the fiscal year, each section will prepare and submit an evaluation report of its program for the year. The report will be prepared in conformity with the Evaluation Design completed earlier, using data compiled throughout the program period.

TABLE OF EVENTS BY OFFICE RESPONSIBLE

This table presents the events of the P/B/E Cycle organized according to office responsible for completion of each event. This format facilitates referral to determine events for which each office is responsible.

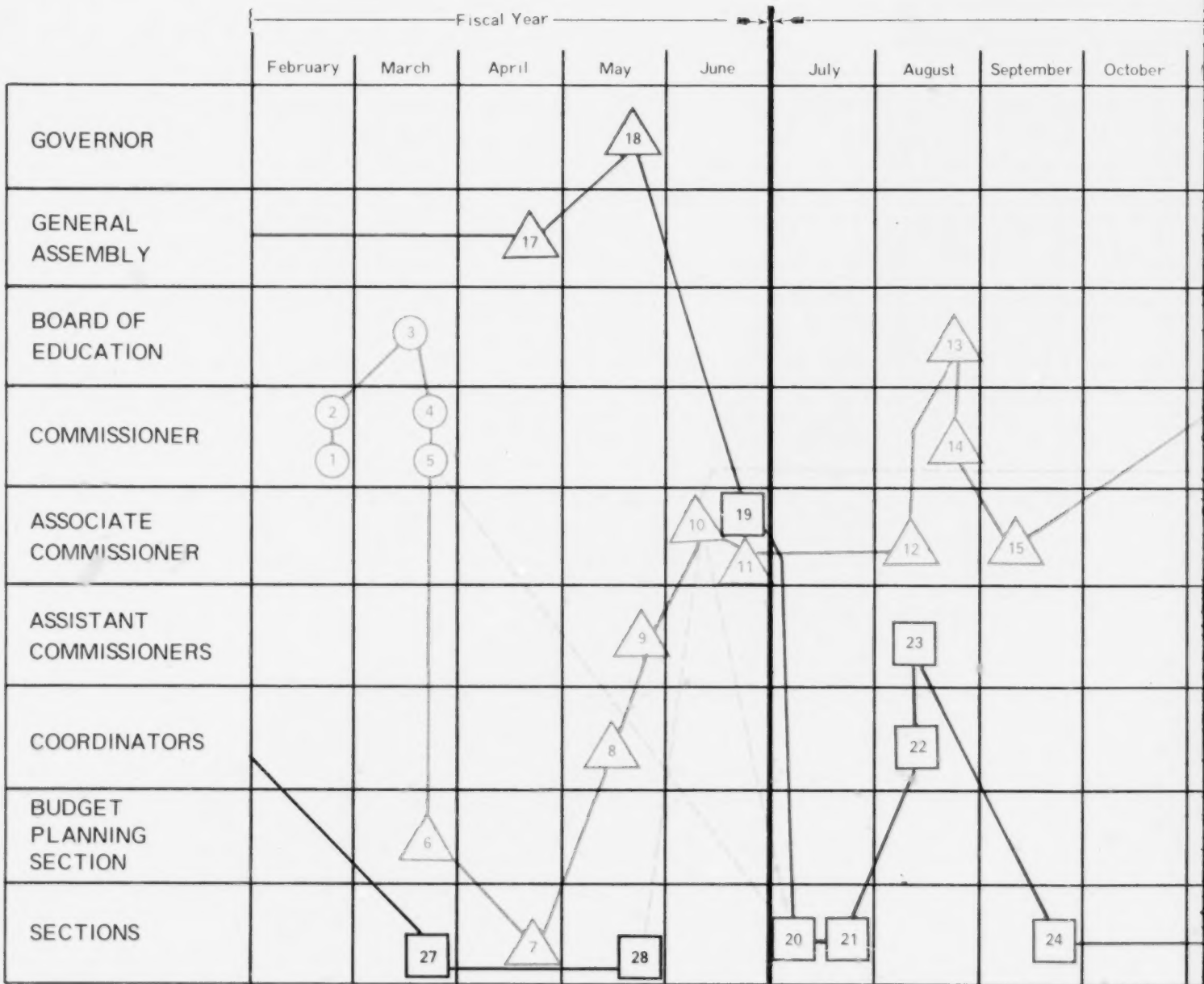
Office Responsible	Event No.	Event Name	Completion Month
Governor	18	Proposed Departmental Budget Approved	May
General Assembly	16	Hearings on Proposed Departmental Budget Completed	January
"	17	Proposed Departmental Budget Approved	April
Board of Education	3	Priorities Approved	March
"	13	Proposed Departmental Budget Approved	August
Commissioner	1	Review of Relevant Data Completed	February
"	2	Priorities Stated	March
"	4	Planning Priorities Disseminated	March
"	5	Operational Priorities Disseminated	March
"	14	Proposed Departmental Budget Submitted to Comptroller	August
Assoc. Commissioner	10	Review of Budget/Planning Forms and Evaluation Reports	June
"	11	Hearings on Section Budgets Completed	July

TABLE OF EVENTS BY OFFICE RESPONSIBLE (Cont.)

Office Responsible	Event No.	Event Name	Completion Month
Assoc. Commissioner	12	Proposed Departmental Budget Compiled	August
"	15	Sections Notified of Approval of Proposed Budgets/Plans	September
"	19	Sections Notified of Budget Appropriations	June
Asst. Commissioners	9	Budget/Planning Forms Reviewed and Approved	May
"	23	Operations Planning Form with Evaluation Design Approved	August
"	26	Progress Report Submitted to Associate Commissioner and Commissioner	January
Coordinators	8	Budget/Planning Forms Reviewed and Approved	May
"	22	Operations Planning Form with Evaluation Design Approved	August
Budget Planning Section	6	Budget/Planning Forms Distributed	March
Each Section	7	Budget/Planning Forms Completed	April
"	20	Operations Planning Forms Completed	July
"	21	Evaluation Designs Completed	July
"	24	Monitoring Report #1 Submitted	September
"	25	Monitoring Report #2 Submitted	December
"	27	Monitoring Report #3 Submitted	March
"	28	Program Evaluation Report Submitted	June

FIGURE II: OVERLAPPING PHASES OF EVENT CYCLES WITH INTERACTIONS

This chart presents graphically the overlapping of the P/B/E Cycles. Each cycle is represented by a different color. Events are also coded by geometric form to represent three distinct phases of the cycle. Events from separate cycles which occur in the same month can be easily identified. The broken lines represent interactions in which an event in one cycle provides input for an event in a different cycle.



— Events Related to Commissioner's Statements of Planning Priorities and Operational Priorities

— Events Related to Development of Proposed Departmental Budget

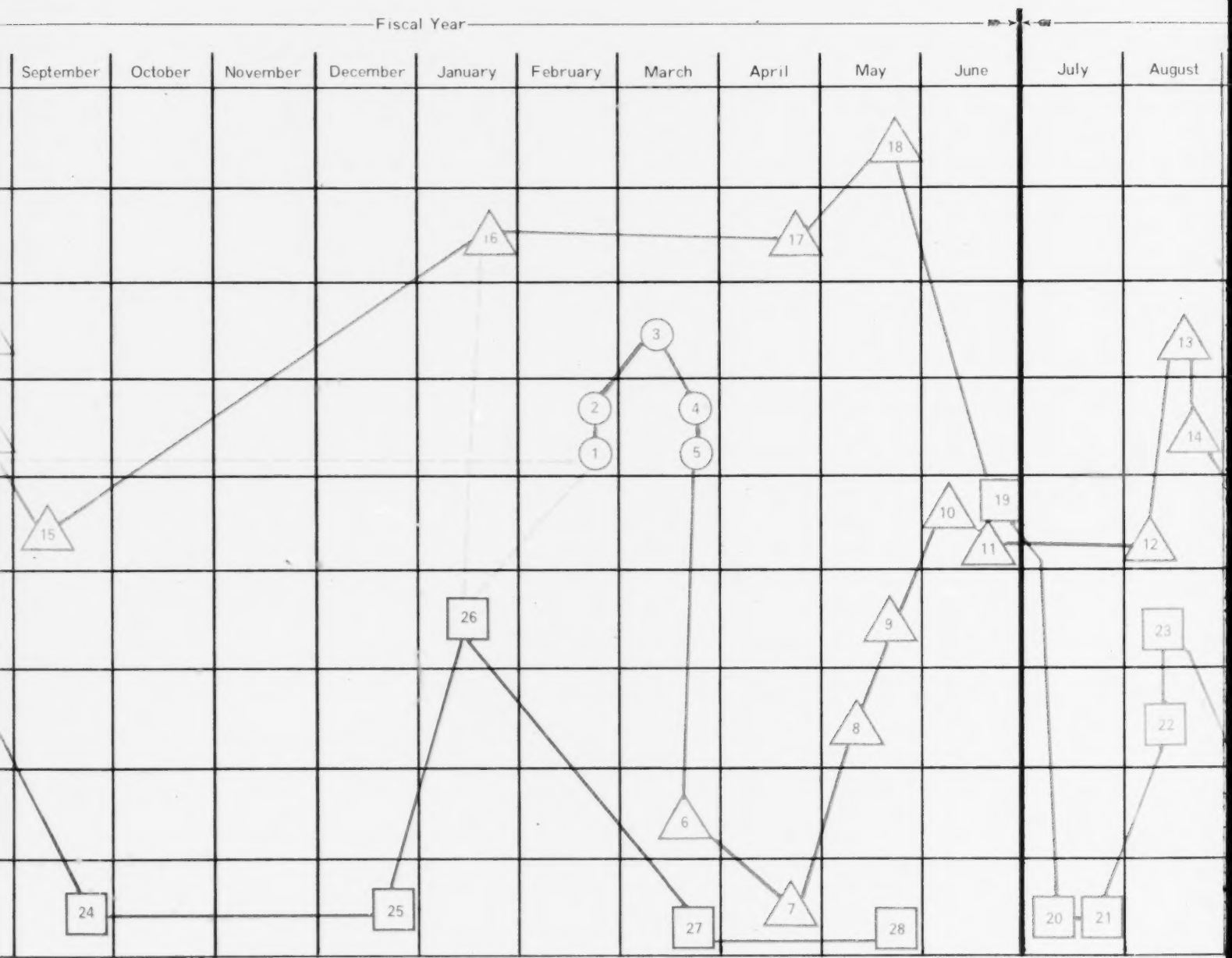
— Events Related to Operations Planning and Reporting

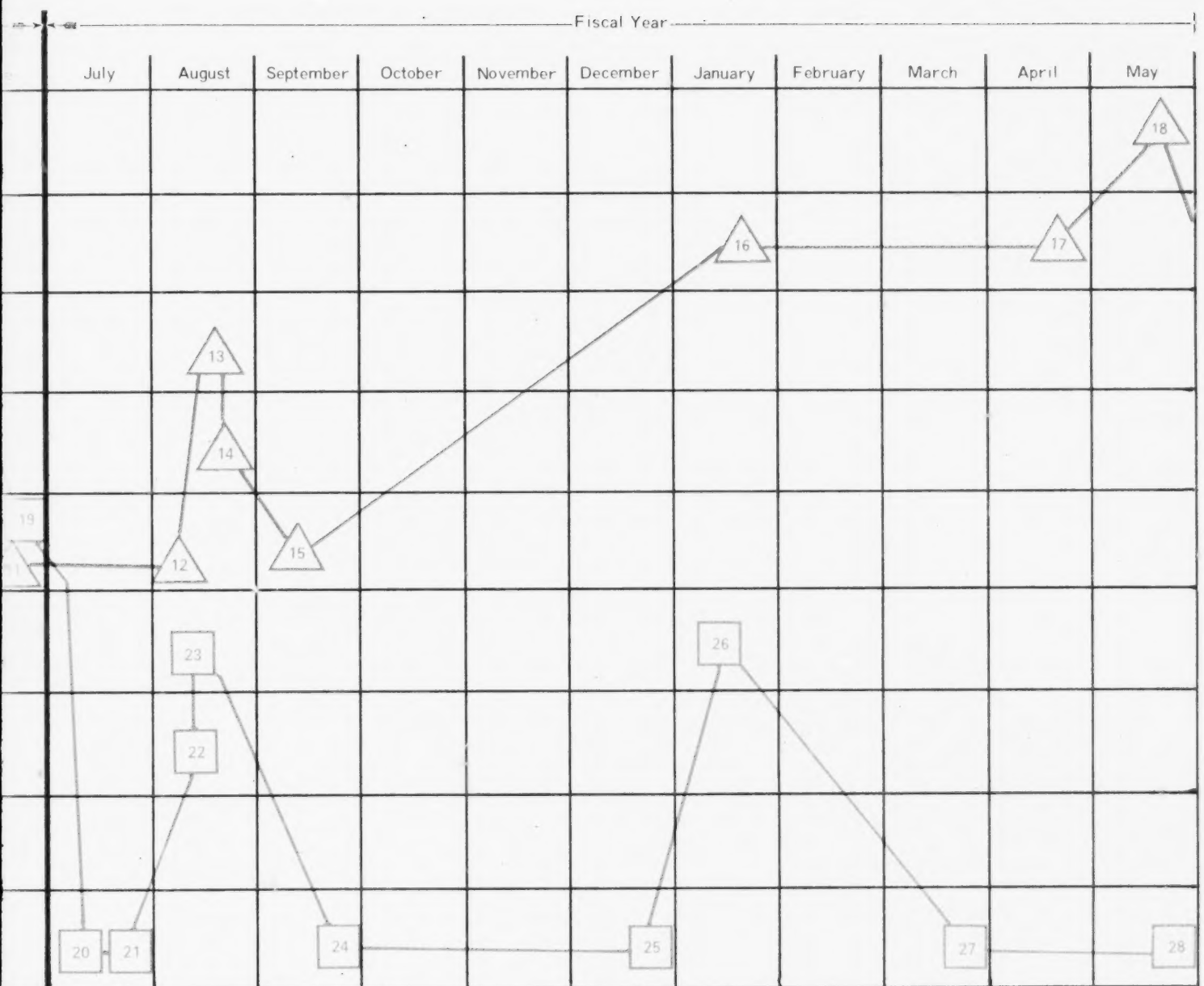
— Interactions between events in different phases of recurring cycle

MISSOURI STATE DEPARTMENT OF EDUCATION

PLANNING/BUDGETING/EVALUATION CYCLE

Figure II: Overlapping Phases of Event Cycles with Interactions

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EXPLANATION OF INTERACTIONS

The network of events (refer to Figure II) illustrates the overlapping of recurring cycles of events. For example, during the month of May an event from each of three different cycles is scheduled to occur:

(1) Event #28, representing completion of Evaluation Reports, marks the end of a program year and the last event within the sequence.

(2) Event #18 represents approval of appropriations by the Governor. This is part of the sequence of events related to program implementation in the fiscal year about to begin.

(3) Event #8 represents the approval of Budget/Planning Forms by the Assistant Commissioners. This is an early event in the sequence leading to program implementation more than a year in the future.

Even though three distinct phases of the recurring cycle are represented by these three events, several important interrelationships exist between events in different phases of the cycle. These interactions are important because they provide information for decisions at critical points in the sequence. The following interactions are identified in terms of the numbers of the events in each pair:

(1) Interaction 5-20. This interaction provides Operational Priorities to guide the development of plans for each program year. This provides opportunity for the Commissioner to influence program planning with recent information not available when the Planning Priorities were stated earlier.

(2) Interaction 10-20. This interaction provides opportunity for the Associate Commissioner to use information contained in the very recent Program Evaluation Reports to influence the development of Operations Plans.

(3) Interaction 10-1. This interaction provides for information from the most recent Program Evaluation Reports to be used by the Commissioner in formulation of priorities for the department.

(4) Interaction 26-1. This interaction provides for information from the recent mid-year Progress Reports to be used by the Commissioner in formulation of priorities for the department.

(5) Interaction 26-16. This interaction provides for information from the mid-year Progress Reports to be used in support of the Proposed Departmental Budget in the legislative budget hearings.

(6) Interaction 28-10. This interaction provides for information from the year-end Program Evaluation Reports to be reviewed by the Associate Commissioner as a source of information in the section budget hearings.

APPENDIX A

BUDGET/PLANNING FORMS

BUDGET/PLANNING FORMS

MISSOURI STATE DEPARTMENT OF EDUCATION

INSTRUCTIONS

FOR

FY 1974

(JULY 1, 1973 - JUNE 30, 1974)

APRIL 1, 1972

INTRODUCTION

The State Budget Office has requested the preparation of the Department's Budget Request for the fiscal year ending June 30, 1974, on the basis of programs similar to the request for fiscal year 73. The program/budget form requests includes not only identification of estimated expenditures but indication of program objectives and evaluation criteria.

Each section needs to complete certain forms on the section's programs in order to provide input into the Department's Budget request document. These forms request information by section that may be difficult to obtain but are part of our continual movement toward internal budgeting and accounting at the section level.

For purposes of coding and completion of forms, the following definitions will be used:

Department - State Department of Education

Unit - Division of Public Schools

Program - (Appropriate Division)

Sub-Program - (Appropriate Section)

Program Element - (A distinct operating part of a section)

While this structure recognizes the Division as a Program and the Section as a Sub-Program, some sections will be required to break down their budget into greater detail than just the section level.

Instructions for each form are provided to aid you in your preparation. Jim Wilson, (Director of Budgeting); Harold Rung, (Director of Finance); Don Bann, (Coordinator for the Associate Commissioner); and/or William Wasson, (Associate Commissioner), will provide any desired assistance or information

in order to complete the forms.

Once your Budget/Planning forms are complete, they should be reviewed by your Coordinator and Assistant Commissioner. Completed forms should be submitted to Jim Wilson, (Director of Budgeting), no later than June 1, 1972.

During the month of June, conferences will be held for review and discussion of your FY 72 Evaluation Report and the Budget/Planning Request for FY 74. The Section Director, Coordinator, Assistant Commissioner, Director of Budgeting, Associate Commissioner and Deputy Commissioner will participate in these hearings. All appropriate personnel will be notified as to the time of a Section's hearing.

It is anticipated that by the end of September each section will be advised of the status of their sectional budget request as submitted to the Legislature.

Your continued cooperation is appreciated toward the success of this budget development.

William Wasson
Associate Commissioner

FEDERAL ASSISTANCE DETAIL

FORM 2A-2

BUDGET OFFICE USE ONLY
BILL NO. _____
SECTION NO. _____
PAGE NO. _____

Department	Unit	Submitted by (Name and Title)

OEO CATALOG NUMBER	DATES OF STATE PARTICIPATION		Continuation	TITLE OF FEDERAL ASSISTANCE AS SHOWN IN 1971 OEO CATALOG	PLANNED STATE EXPENDITURE 1972–1973	FUNDS BY SOURCE 1973–1974								GOVERNOR RECOMMENDS 1973–1974
						AMOUNT FEDERAL PARTICIPATION	%	AMOUNT LOCAL PARTICIPATION	%	AMOUNT OTHER PARTICIPATION	%	STATE EXPENDITURE REQUEST	%	
	START	END												
				TOTAL										

FEDERAL ASSISTANCE DETAIL

FORM 1-A

In order to provide the federal assistance information required by the State Budget Office, Form 1-A must be completed by those sections responsible for the administration of a grant. If your section is not responsible for the administration of a grant, proceed to Form 4.

If your section receives a federal grant through another state agency, such as Highway Safety Act or an ESEA, Title I, and not directly from the federal government, the grant should be listed but noting what state agency or Department of Education section the money came through.

You will note reference is made to an OEO catalog number and an OEO grant title. If you do not know this number for your grant, contact Jim Wilson or Harold Rung who have access to an OEO catalog.

1. Unit: Indicate your section.
   Submitted by (Name and Title): Indicate director and name.

2. OEO Catalog Number: This is the five digit number that identifies each grant program in the 1971 Catalog of Federal Domestic Assistance.

3. Date of State Participation (Start, End, Continuous): The starting date is the date from which the state's participation in the program began. In the event participation has not been continuous, this date will refer to the date that current participation began. End refers to the date that the state's participation in the assistance program will cease. Check the continuing column if the assistance program will be ongoing after the request year.

4. Title of Federal Assistance as shown in the 1971 OEO Catalog: This is the "program title" shown in the 1971 OEO catalog.

5. Planned State Expenditure 1972-73: Enter the amount of state funds planned for expenditure during the 1972-73 fiscal year.

6. Funds by Source 1973-74, (Amount Federal Participation): State the full amount requested in the grant. Amount Local and Amount Other Participation: State the amount of funds expected from these sources. Other Sources refers to participation of other state

FEDERAL ASSISTANCE DETAIL (Cont.)

FORM 1-A

agencies, private groups, etc. State Expenditure Request, 1973-74: Complete the full amount of state funds required in order to receive the full amount of federal funds requested. Percent Columns. Enter the percentage of funds from each source in these columns.

Agency

Program

Activity

Program Purpose

Program Number

PROGRAM ANALYSIS
FORM 4

BUDGET OFFICE USE ONLY
BILL NO. _____
SECTION NO. _____ PAGE NO. _____

PROGRAM SUMMARY BY OBJECT OF EXPENDITURE	1970–1971 EXPENDITURE 1	1971–1972 EXPENDITURE 2	No. FTE 3	1972–1973 PERSONAL SERVICE JUNE RATE–1973 Planned Expend. 1973 for Equip. and Operations 4	No. FTE 5	PROGRAM CHANGE ANALYSIS SALARY & INFLA. INCREASES Equip. to Continue Present Service Level 6	WORKLOAD INCREASE 7	No. FTE	NEW AND CHANGED SERVICES 8	No. FTE	EXTRAORDINARY COSTS 9	No. FTE	1973–1974 AGENCY REQUEST TOTAL 10	No. FTE 11	GOVERNOR RECOMMENDS 12	No. FTE 13
Personal Svc.																
Current Exp.																
Equipment, Land & Bldgs.																
PROGRAM TOTAL																
FUND																
Fund																
Fund																
FUND TOTAL																

PROGRAM RELATED COSTS (Include Grants to Local Governments, Organizations, Individuals)

GRANT NAME		
CAPITAL IMPROVEMENTS (Description)		
TOTAL PROGRAM RELATED COSTS		

PROGRAM DESCRIPTION

PROGRAM COST JUSTIFICATION
(Attach additional sheet if necessary)

PROGRAM ANALYSIS

FORM 4

Program Analysis, Form 4, is a summary sheet and can best be completed after Forms 5, 6, 7, 9 and 10 have been completed. Some of the information on this sheet may have to be obtained from your Coordinator or Assistant Commissioner.

A. Program Summary by Object of Expenditure: Each section must have breakdown of costs according to the three items of expenditure (Personal Service, Equipment Purchase and Repair, and Operation). The Program Total must be the same as the Fund Total.

B. Column 4 - Personal Service: Enter the June Rate 1973 total from Budget Form 6. Operation and Equipment Purchase and Repair enter the Planned Expenditure totals for 1973.

C. Program Change Analysis (Columns 6-9): The program change analysis will be used to identify all changes (increases or decreases) in program service suggested by the section. Changes should be analyzed in terms of (1) salary and inflationary changes, (2) workload change, (3) new and changed services, and (4) extraordinary costs.

1. Column 6 - Salary and Inflationary Change, Equipment Purchase and Repair essential to continue present level of service: For Personal Service include all salary increases. For Operation include inflationary changes. For Equipment Purchase and Repair include those items absolutely essential to continue present level of service.

2. Column 7 - Workload Change: Enter the costs of extending the 1972-73 level of service to a larger or smaller clientele or population. A workload change does not, therefore, involve a change in the quality of service but rather a change in the scope of the current service.

3. Column 8 - New and Changed Service: The cost of any proposed new program service should be completely identified. The additional costs of providing service to a larger percentage of the eligible clientele or population than is presently being served will be considered as a changed service.

4. Column 9 - Extraordinary Costs: Include in this category any changes in program costs not attributable to Columns

PROGRAM ANALYSIS (Cont.)

FORM 4

6, 7 or 8. As an example, the initial operation and miscellaneous equipment costs needed to open a new building might be included in this category since such one-time start-up costs will not appreciably affect the level of program service.

D. Program Related Costs: The purpose of this section is to identify costs that are directly related to the costs of performing a program but that are not included in the actual program request. All grants having similar or identical objectives to those of the program should be included in this section.

A description of all Capital Improvements requested for the 1972-73 fiscal year which will be needed for continuation or expansion of the program should be given. Include an estimate of the Capital Improvements costs.

Completion of this section will be useful in identifying the total financial effort the state is making toward accomplishment of a particular objective.

Note: All requests for Grants, Refunds or Distributions must also be shown on Budget Form 10.

E. Program Description: Briefly define the program. Describe size, scope, the nature of the service provided, and identify the recipients of the service.

F. Program Cost Justification: If no increases are necessary for the continuing operation of the program, a statement to that effect should be included. A clear and concise explanation and justification of need should be given for any costs that are shown in the program change analysis. An effort should be made to relate information provided in the Program Cost Justification to changes in program service projected in the Program Performance Measures identified on Form 5.

Code:

PROGRAM GOAL, OBJECTIVE STATEMENTS, AND ANTICIPATED ACCOMPLISHMENTS

FORM 5

BUDGET OFFICE USE ONLY

BILL NO. _____

SECTION NO. _____ PAGE NO. _____

I. Goal Statement For Program:

II. Objective Statements:

III. Anticipated Accomplishments (Relate to each objective):

IV. Projected Needs:

PROGRAM GOAL, OBJECTIVE STATEMENTS, AND ANTICIPATED ACCOMPLISHMENTS

FORM 5

I. Goal Statement for Program: A goal is a general descriptive statement concerning the overall purpose or aim of a program (section). This goal statement is the same or similar to the one you have stated for your FY 72 Evaluation Design.

II. Objective Statements: An objective is a descriptive statement concerning the specific activities to be accomplished during the proposed budget period. You will want to indicate the activities that your section plans to engage in during the budget period by a process objective which will usually indicate:

(1) the section responsible for the activity,
(2) the activity to be engaged in,
(3) the duration of activity or the date of completion, and
(4) the outcome or tangible product of the activity.

Further, some sections may be able to relate their process objectives to a change of behavior in some target group within the state. If so, you should indicate a behavioral objective that the process objective is intended to effect. A behavioral objective will usually indicate:

(1) the target group (such as students, administrators, teachers, etc.);
(2) the behavior expected (such as knowledge, attitudes, skills, etc.);
(3) the content (reading, science, administration, finance, etc.); and
(4) the time necessary to achieve the behavioral change.

Remember, that all sections will not be able to relate their activities to a behavioral change. However, if we are to be accountable at the state level, we will need to show the relationships of our activities to the behavior of target groups within the state.

III. Anticipated Accomplishments: In this section you will want to indicate the evaluation criteria that will indicate the accomplishments of the stated process and/or behavioral objective. (This may indicate a number of things accomplished or behavioral proficiency to be attained.)

IV. Projected Needs: A need is a differential between a situation as it is and as it should be. In order to give the Legislature some indication of what we are able to accomplish as compared to what realistically we should

PROGRAM GOAL, OBJECTIVE STATEMENTS, AND
ANTICIPATED ACCOMPLISHMENTS (Cont.)

FORM 5

be doing, indicate the difference between your goal and your present accomplishments. (Example: Only 40% of all school districts in Missouri provide services for physically handicapped children as required by law.)

Depart
Div
Bur
Pro
Subpro
Project Element

PERSONAL SERVICE DETAIL
FORM 6

BUDGET OFFICE USE ONLY
BILL NO. _____
SECTION NO. _____ PAGE NO. _____

POSITIONS BY JOB CLASSIFICATION TITLE	CLASSIFICATION CODE NO.	NO. OF EMPL. FULL-TIME EQUIV.	JUNE RATE 1972	NO. OF EMPL. FULL-TIME EQUIV.	ESTIMATED EXPENDITURE 1972–1973	JUNE RATE 1973	NO. OF EMPL. FULL-TIME EQUIV.	REQUEST 1973–1974	NO. OF EMPL. FULL-TIME EQUIV.	GOVERNOR RECOMMENDS

PERSONAL SERVICE DETAIL

FORM 6

Reading from left to right:

A. Positions By Job Classification Title: Each position will be listed by job title, classification code number, and total of such positions in each pay bracket, without regard to the funding source. Positions will be grouped within each program in the following order:

1. Existing positions: This category includes all authorized positions including both full and part-time employees.

2. Extraordinary Costs - Project Employees: All employees needed on a temporary or seasonal basis to work in a particular program project will be listed under this heading.

3. New positions - workload change: New positions requested to meet an increase in the anticipated workload of the program will be shown under this heading.

4. New positions - new and changed services: Show new positions that will be needed to provide either new or changed program services under this heading.

B. Classification Code No: Classification Code number of each position should agree with the Position Code on the department's Personnel Profile Sheet recently compiled by Data Processing and distributed to each section by the Assistant Commissioners.

C. No. Of Empl. Full-Time Equiv: Number of full-time equivalency for FY 1972 (1971-72).

D. June Rate 1972: Enter the aggregate amount of funds for each position(s).

E. No Of Empl. Full-Time Equiv: Number of full-time equivalency authorized for FY 73 (1972-73).

F. Estimated Expenditure 1972-1973: This amount for each position(s) is based upon the approved salary for each individual, then totaled for the position(s).

PERSONAL SERVICE DETAIL (Cont.)

FORM 6

G. June Rate 1973: This aggregate amount for each position(s) is the actual rate to be paid in June, 1973, and may be the same as the previous column.

H. No. Of Empl. Full-Time Equiv: Enter the number being requested for FY 1974.

I. Request 1973-1974: Enter the aggregate amount of funds for requested position(s). (Use increase of 5.0% as suggested by the Wage Price Freeze Board or other amount if so justified.)

J. No. Of Empl. Full-Time Equiv: Leave blank.

K. Governor Recommends: Leave blank.

6A

NEW AND CHANGED SERVICES

REDUCTIONS IN PERSONNEL

PERSONNEL REQUEST

FORM 6A

Existing position information is maintained by the Personnel and Budget Planning Section. Therefore, use Form 6A to request additional authorized positions. Additional position requests must be the result of workload increases or new and changed services. Justification data for these additions will have to be provided.

Reductions in existing positions must be explained.

Code

Agency

Program

Program Subject

EQUIPMENT PURCHASE AND REPAIR

FORM 7

BUDGET OFFICE USE ONLY

BILL NO. _____

SECTION NO. _____ PAGE NO. _____

EQUIPMENT ITEMS	BUDGETARY CODE NUMBER	EXPENDITURE 1971–1972	APPROPRIATION 1972–1973	1973–1974 REQUEST		GOVERNOR RECOMMENDS	
				QUANTITY	AMOUNT	QUANTITY	AMOUNT
		$	$		$		$

EQUIPMENT PURCHASE AND REPAIR

FORM 7

Equipment Items should be broken out in the following categories for your 1973-74 Request: (1) Purchase and Repair to Continue Present Level of Service, (2) Work Load Increase, and (3) New and Changed Service.

It is not necessary to indicate items for Expenditure 1971-72 or Appropriation 1972-1973. Show only dollar total amounts for these two columns:

Items being requested for the 1973-74 Budget should be coded as follows:

NEW OR REPLACEMENT

Code Number	Account Titles
100	Agricultural Equipment
101	Passenger Cars
102	Other Motor Vehicle Equipment
103	Educational and Recreational Equipment
104	Household Equipment
105	Office Equipment
106	Medical and Laboratory Equipment
107	Food Service and Laundry Equipment
108	General Plant and Maintenance Equipment
109	Construction Equipment
110	Technical and Special Equipment

REPAIR

Code Number	Account Titles
250	Repair to Agricultural Equipment
253	Repair to Educational and Recreational Equipment
254	Repair to Household Equipment
255	Repair to Office Equipment
256	Repair to Medical and Laboratory Equipment
257	Repair to Food Service and Laundry Equipment
258	Repair to General Plant and Maintenance Equipment
259	Repair to Construction Equipment
260	Repair to Technical and Special Equipment

SUB-CLASSES	EXPENDITURE 1972-73	EXPENDITURE 1973-74	PLANNED EXPENDITURE 1973-74	REQUEST	DIFFERENCE INCREASE (+) DECREASE (-)
211 TECHNICAL AND SPECIAL FEES	$	$	$	$	$
212-213 OPERATION OF STATE OWNED MOTOR VEHICLES					
215 TRAVEL WITHIN THE STATE					
216 TRAVEL WITHOUT THE STATE					
221-227 COMMUNICATIONS					
231 FOOD					
245 FUEL & UTILITIES					
251-255 EXPENDABLE SUPPLIES AND MATERIALS					
275-279 OPERATING CONTRACTUAL SERVICES					
281-291 GRANTS, ALLOWANCES & CONTRIBUTIONS					
301-311 FIXED CHARGES					
TOTAL					
APPROPRIATION					

OPERATION DETAIL

FORM 9

CORRECTION. *Columns should read as follows:*

SUB-CLASSES	EXPENDITURE 1970-71	EXPENDITURE 1971-72	PLANNED EXPENDITURE 1972-73	REQUEST 1973-74	GOVERNOR RECOMMENDS

Space has been provided for all objects of expenditure classifications as now utilized by the State Comptroller. Most programs will not have need for all of the classifications and such classifications should be disregarded. A description of where items should be classified is as follows per the State Comptroller's Office.

300 Technical and Special Fees
Includes payments for services of attorneys when permissible under Missouri statutes, consultants, doctors, dentists, veterinarians, specialists and others compensated on a fee or contractual basis, except any such payments which are made for services as an employee; stipends for employee training. It excludes any such payments for services in connection with the acquisition, alteration, construction, or repair of land, structures, equipment or other capital assets.

310-311 Operation and Repair of State-Owned Motor Vehicles
Includes gasoline, oil, grease, washing, polishing, towing, antifreeze, and other items incident to the operation, maintenance, and repair of State-owned automobiles, trucks, tractors (including farm tractors), airplanes, self-propelled motor vehicles and auxiliary equipment attached thereto, such as radios, trailers and tractor-drawn implements. Other equipment, such as fire-fighting, paint spraying, pneumatic hammer must be permanently secured to either the self-propelled or the auxiliary equipment before repair to such is applicable.

318-319 Travel: Instate and Outstate
Includes all allowable costs incident to travel on official business (see "State of Missouri, Office of Comptroller, Regulations for the

OPERATION DETAIL (Cont.)

FORM 9

guidance of Officials and Employees of the State of Missouri While Traveling on Official Business").

320-321 Communications
Includes the transmission of messages from place to place such as: charges for telegraph, telephone and teletype service; letter postage; rental of post office boxes, postage meter machines, mailing machines, and teletype equipment; contractual messenger service; switchboard and service charge; telephone installation costs.

330 Food
Includes animals, fish or fowl acquired for immediate slaughter, meats, vegetables, beverages and other food for human consumption; cost of transportation assignable to food.

340 Fuel and Utilities
Includes all substances purchased for heating or for generating power (such as natural gas, coal, coke, charcoal, oil and wood), freight or hauling costs assignable to such substances, and light, heat power, and water when furnished by utilities.

350-360 Expendable Supplies and Materials
Includes all commodities, supplies, and materials not elsewhere classified which are ordinarily consumed or expended within a short period of time; items of small value which are more feasible to replace than to repair, supplies and materials used for vocational education or occupational therapy; supplies and materials which are converted in the process of manufacturers into articles held primarily for sale to other agencies or individuals. (Agencies which use supplies and materials for education, therapy, or manufacturing must certify to the Comptroller on the purchase requisition, departmental direct order, and the vendor's invoice those materials which are to be used for these purposes.) Examples of expendable supplies and materials are: stationery, paper, newspapers, clothing, drugs, buckets, tableware, baskets, dust pans, hand staplers, brooms, keys, and household supplies.

370-373 Operating Contractual Services
Includes services rendered to the State (not as an employee) under express or implied contract, excluding contracts for specific projects, such as painting or reroofing. The services may consist of labor together with the use of equipment, or labor together with materials furnished in the performance of such service. Examples are: equipment service contracts; occasional rental of equipment (not for repair or construction of assets); transportation of things

OPERATION DETAIL (Cont.)

FORM 9

when not otherwise assignable; printing reports; pamphlets and publications. Excludes services for construction, alterations or repair of capital assets.

380-381 Grants, Allowances, and Contributions
Includes Teacher Retirement, State Retirement, and OASI. Do not include grants to LEA's as this amount is included on Form 10.

390-393 Operating Fixed Charges
Includes relative fixed rentals or royalties paid for the use of land, structures, and machinery and equipment; membership and association fees; insurance premiums and cost of surety bonds.

GRANTS, REFUNDS OR DISTRIBUTIONS
TO INDIVIDUALS, INSTITUTIONS OR LOCAL GOVERNMENTS

FORM 10

BUDGET OFFICE USE ONLY

BILL NO. _____

SECTION NO. _____ PAGE NO. _____

Department	Unit	Submitted by (Name and Title)
Name of Grant, Refund or Distribution		

	EXPENDITURE 1971–1972	PLANNED EXPENDITURE 1972–1973	AGENCY REQUEST 1973–1974	GOVERNOR RECOMMENDS	PROJECTED EXPENDITURE 1974–1975	PROJECTED EXPENDITURE 1975–1976	PROJECTED EXPENDITURE 1976–1977
GRANT, REFUND OR DISTRIBUTION TOTAL							
SOURCE OF FUND:							
GENERAL REVENUE							
FEDERAL FUNDS							
OTHER							
TOTAL							

JUSTIFICATION NARRATIVE

GRANTS, REFUNDS OR DISTRIBUTIONS TO INDIVIDUALS, INSTITUTIONS, OR LOCAL GOVERNMENTS (FLOW THRU FUNDS)

FORM 10

Budget Form 10 will be completed by each section requesting funds for direct distribution to local units of government, school districts, or for grants.

A. Source of Funds: Specify fund source in space provided.

B. Expenditure 1971-1972: Amount expended for FY 1972.

C. Planned Expenditure 1972-1973: Estimated amount to be expended in FY 1973.

D. Agency Request 1973-1974: Amount requested or to be appropriated.

E. Governor Recommends: Leave blank.

F. Projected Expenditure: Estimate in light of current needs and/or proposed legislation.

G. Justification Narrative: A brief justification should be written for each request, describing its nature, proposed accomplishments, and appropriate statutory provisions if known.

APPENDIX B

OPERATIONS PLANNING AND REPORTING DOCUMENT

Form A

MISSOURI STATE DEPARTMENT OF EDUCATION
OPERATIONS PLANNING AND REPORTING DOCUMENT

FISCAL YEAR____

☐ Operations and Evaluation Planning (Due August 1)

☐ Monitoring Report #1 (Due October 1)

☐ Monitoring Report #2 (Due January 1)

☐ Monitoring Report #3 (Due April 1)

☐ Evaluation Report (Due June 1)

Section_____ Division_____

A. Program Goal Statement(s):

1.

2.

3.

4.

APPROVALS:

_____ _____ _____
Director Coordinator Asst. Commissioner

B. Need: _____

_____

(Existing need or deficiency to be met)

C. Work Plan

Process Objective

Personnel: _____
(Person or office responsible for activity)

Activity: _____

_____

_____
(Refer to Activity Listing)

Time: _____
(Duration of activity; date of completion)

Outcome: _____

_____
(Tangible product to result from activity)

Data Needed for Evaluation: _____

_____

_____

_____

Evaluation Criteria: _____

_____

_____
(Level of achievement considered essential to meet objective)

Resources Necessary:	Estimated Cost:
_____	_____
_____	_____
_____	_____
_____	_____
Total	_____

D. Report

Goal #__
Behavioral Objective #__
for Process Objective #__

MISSOURI STATE DEPARTMENT OF EDUCATION
OPERATIONS PLANNING AND REPORTING DOCUMENT

E. Work Plan

Behavorial Objective

Target Group:_____
_____
(Students, administrators, teachers, clients, etc.)

Behavior Expected:_____
_____
(Knowledge increase, attitude change, skill, etc.)

Content:_____
_____
_____
(Reading, administration, planning, finance, etc.)

Time:_____
(Time necessary to achieve behavior change)

Data Needed for Evaluation:	Source of Data:

Evaluation Criteria:_____
_____
_____
_____
_____
(Level of behavioral proficiency to be attained)

F. Report

OPERATIONS PLANNING AND REPORTING DOCUMENT

I. INTRODUCTION

The Operations Planning and Reporting Document is comprised of multiple forms designed to serve several purposes with a minimum of repetition and unnecessary clerical work. The document serves the following functions in the P/B/E Cycle:

A. Provides a form for communication of goals and objectives of each section,

B. Provides a form for communication of annual operational plans of each section's program,

C. Provides a form for communication of the plan for evaluation of each section's program,

D. Provides a format for periodic reporting of progress in each section's program, and

E. Provides a format for the final evaluation report at the conclusion of the program year.

II. DOCUMENTS PREPARED

The following sequence of steps explains the use of the document in the planning, evaluating and reporting process:

A. Operations Planning

During the month of July each section will plan the operation of its program for the current fiscal year based upon actual budget appropriations. This planning will include delineation of goals, existing needs, and objectives planned to meet the needs. The design for evaluation of the program will also be planned. This will be documented by completing Form A and Parts B, C, and E of the Worksheets. Four xerox copies of each worksheet will be made for future

use, and the original submitted to the Coordinator before August 1.

B. Monitoring Report #1

During the month of September each section will prepare a brief report of progress made and problems encountered relative to each objective. This report will be typed in the spaces labeled D and F on one set of the worksheets xeroxed earlier. A coversheet will be marked to indicate Monitoring Report #1, attached to the worksheets containing the report, and the report submitted to the Coordinator before October 1.

C. Monitoring Report #2

During the month of December each section will prepare a brief report of progress relative to each objective for the first half of the fiscal year. The report is submitted on a second set of the xeroxed worksheets. A coversheet (Form A) will be marked to indicate Monitoring Report #2 and submitted with the report to the Coordinator before January 1.

D. Monitoring Report #3

During the month of March each section will prepare a third Monitoring Report of progress up to that time. This report will be similarly prepared and submitted to the Coordinator before April 1.

E. Evaluation Report

In May each section will prepare a Program Evaluation Report using the fourth copy of the Operations Planning and Reporting Document. Achievement

of each objective should be reported, with supporting
and interpretation. Copies of this report will be sent to the Coordinator,
Assistant Commissioner, and Associate Commissioner before June 1.

USE OF PROCESS OBJECTIVES AND BEHAVIORAL OBJECTIVES

For evaluation purposes it is convenient to think of the responsibility of the department in two related phases: (1) the administrative procedures conducted by each section; and (2) results of these procedures in the behavior of students, teachers, administrators, or other parts of the educational organization. Evaluation should occur in both these phases. Evaluation of administrative procedures should provide information relative to personnel needs, efficient use of resources, and similar administrative concerns. Evaluation of student or personnel behavior should indicate effectiveness of the program in terms of whether it results in a desired behavior change. The existence of these two types of evaluation is the basis for the use of Process Objectives and Behavioral Objectives in this evaluation plan.

Each section in the department plans and implements administrative procedures in carrying out its program. These plans can be expressed in terms of Process Objectives as outlined in Part C of the Operations Planning and Reporting Document. Process objectives are used in planning and evaluation of administrative procedures which do not relate directly to learning or other behavior in students or other persons. (See Example, Appendix D.)

The work of some sections within the department provides learning experiences to students or other persons. For program evaluation these sections may need to include, in addition to Process Objectives, one or more Behavioral

Objectives (Part E) to specify the type and degree of behavior expected. Thus, one or more Process Objectives may be associated with one or more Behavioral Objectives, and taken together, the set defines both the process and the anticipated resulting behavior, (Example, Appendix D). It should be emphasized that each section will describe program procedures with the use of Process Objectives; but only those sections which work with school personnel, students, or other persons in instruction, consultation, counseling, or other roles may be able to use Behavioral Objectives.

IV. GUIDE FOR COMPLETION OF ITEMS

The following statements may serve as guides for completion of items in the Operations Planning and Reporting Document. Refer to Appendix D for an example of each item completed.*

A. Goal Statements: A goal statement is an expression of a long-range purpose of the section. It encompasses a broad area of the section's responsibility but is precise enough to communicate the unique role of the section as distinct from the roles of other sections in the department.

B. Need: A need is a differential between a situation as it is and as it should be. The need statement defines that difference.

C. Work Plan:

Process Objective:

Personnel: This item names the section or person(s) within the section responsible for completion of the activity.

---

*Examples used in this guide are for illustration only. They do not necessarily represent actual conditions.

Activity: This item specifies the process or activity to be conducted in meeting the objective. In order to facilitate communication and minimize the possibility of misunderstanding when describing activities, the terminology proposed in the Activity Listing (Appendix C) should be used whenever possible.

Time: This item specifies the expected duration of the activity or the expected date of its completion. Because of the annual cycles in which planning, budgeting, and evaluation occur, the time should not extend beyond a one-year period. If the activity is to continue significantly past the end of the fiscal year, the objective and evaluation plan should be related to that part of the total plan which is to be completed before the end of the fiscal year.

Outcome: At the conclusion of the activity a tangible product of some type should be available as evidence of completion. Examples of such an outcome may include production of a publication or other product, evaluation reports of workshops held, a file of correspondence received, or a memorandum submitted to the Coordinator stating that an activity has been completed.

Data Needed for Evaluation: This item lists the types of data or information which will be needed to answer the question of whether the objective is being achieved.

Evaluation Criteria: This item specifies the level of achievement considered essential to successful completion of the objective. Criteria may be stated in terms of action to be completed, deadline dates to be met, or other measures of achievement.

Resources Necessary: Staff and other resources necessary for achievement of the objective are itemized. The cost of each resource is estimated as accurately as possible.

D. Report: This item reports progress relative to the Process Objective. Depending upon which report is being written, the item may report progress up to some point in the program year (Monitoring Reports #1, 2, or 3); or may report the status of progress toward the objective at the end of the program year. The form of the report is relatively unstructured, but it is suggested that attention be given to progress made toward achievement

of the objective and problems encountered which have impeded progress. Other comments may also be included. Additional space is available on the back of the sheet if needed.

E. Work Plan:

Behavioral Objective:

Target Group: This item specifies the persons from whom the behavior change is expected. They may be students in school; but in other cases may be teachers, bus drivers, clients, or others who are to learn new information, attitudes, or physical or vocational skills.

Behavior Expected: This item indicates the type of behavior to be expected. The behavior may be cognitive in nature (i.e.: to be able to express new knowledge or information); affective (a change in attitudes or values); or psychophysical (to develop a new physical or motor skill).

Content: This delineates the area in which the behavior is to be learned. For the student, the content may be one of the academic areas; for the school superintendent, it may be related to one of the administrative functions; and for the bus driver, content may be maintenance of the bus or safety precautions.

Time: This specifies the amount of time or date by which the behavior is expected to be achieved.

Data Needed for Evaluation, and Source of Data: This item describes what information will be collected to show that the objective has been met. It may consist of test scores to demonstrate knowledge or attitude change. The data may result from information observation or extensive surveys. Both the nature and source of data should be indicated.

Evaluation Criteria: This indicates the minimal level of achievement which will be accepted as an indication of successful achievement of the objectives. It may be stated in terms of test scores, behavior ratings, employment record, or other types of measures.

F. Report: This item reports progress which has been made relative to the Behavioral Objective. Depending upon which report is being written, the item may report progress up to some point in the program year (Monitoring Reports #1, 2, or 3); or may report the status of progress toward the objective at the end of the program year. The form of the report is not highly structured, but it is suggested that attention be given to progress made toward achievement of the objective and problems encountered which have impeded progress. Other comments may also be included. Additional space is available on the back of the sheet if needed.

C

APPENDIX C

ACTIVITY LISTING

ACTIVITY LISTING
MISSOURI STATE DEPARTMENT OF EDUCATION

Accounting	is concerned with the activities of recording, classifying, and summarizing the financial transaction of the department, division, or section administration.
Allocation	is concerned with the activity of dividing appropriations of funds for certain purposes for a certain period based upon a formula or established procedure.
Auditing - fiscal	are the activities concerned with the examination of records and documents for: (a) determining the propriety of proposed or completed transactions; (b) ascertaining whether all transactions have been recorded properly; and (c) determining whether statements drawn from accounts reflect an accurate picture of financial operations and status.
Auditing - program	those activities associated with reviewing of progress made toward stated objectives of a plan, project or operation.
Assessment	activities designed to measure the "status quo" of a program or activity.
Application Processing	activities associated with the reviewing, processing and disposition of applications either for reimbursement or approval of activities to be carried out.
Accreditation	those activities concerned with recognizing an educational institution as maintaining standards set forth by the State Board of Education.
Apportionment	those activities concerned with the payment and record keeping of funds to school districts or other agencies based upon a formula, approved application, or other established procedure.
Budgeting	is the activity that develops a plan of financial operation which contains an estimate of proposed expenditures, for stated purposes, for a given period of time, and the means of financing them.
Certification	those activities concerned with the licensing of personnel to administer or teach in the public schools of the state.

Consulting	those activities designed to provide assistance and advice to others in administration and/or instruction. Consulting is advisory in nature and not regulatory.
Counseling	those activities offering advisement and direction directly to the client.
Classification	refers to the accreditation activities concerned with placing a school district in the catego ies of: Class AAA, Class AA, Class A or Unclassified.
Clerical	typing, filing, etc.
Dissemination	activities designed to make available information to various populations.
Data Processing	those activities concerned with the preparing of data, designing of systems, programming and the operation of the computer for users.
Data Collection	those activities concerned with the collection of raw data.
Evaluation	activities undertaken in an attempt to determine the value and/or success of a program or process.
Food Distribution	those activities related to the ordering and distribution of government commodities.
In-Service Education	those activities that are designed to increase the professional competency of members of the state department staff. Examples are: attending workshops, meetings, conferences, and studying.
Instruction	those activities in which state department of education personnel come into direct contact with the learner.
Library	those activities designed to maintain educational reference material.
Legislation	those activities designed to assist in the development or passage of legislation.
Liaison	those activities in which members of the state department staff represent the department to outside persons, groups, or agencies.
Monitoring	those supervisory activities that review on a continuous basis the program and fiscal operations of an approved application.

Maintenance	those activities concerned with general housekeeping such as stocking, groundkeeping, custodial, plant operation, etc.
Mailing	activities concerned with the preparation and sending of items by mail.
Payroll	those activities concerned with listing individual employees, with amounts due for services rendered during a specified time.
Personnel	those activities concerned with recruitment and welfare of employees.
Planning	those department activities concerned with (1) identifying problems, (2) analyzing the problems, (3) determining alternate solutions, (4) selecting a solution, and (5) developing a plan.
Purchasing	those activities concerned with a written request to a vendor to provide material or services at a price set forth (does not include requisitioning)
Printing	those activities normally carried out in a print shop to reproduce forms, publications, and the necessary binding.
Publications	those activities associated with the writing, designing, and set-up of materials to be reproduced for dissemination.
Policy Development	those activities associated with the development of policy concerning department and program operations
Receiving/Shipping	those activities associated with receiving incoming goods and sending out prepared goods.
Requisitioning	those activities by which an individual or section within the department requests supplies, materials, or services.
Reporting	those activities required for the completion of reports to another level of department administration or other agency.
Reviewing	those activities designed to review and approve plans, documents, requests, etc. from a subordinate level, or other agency.

Studies	those activities associated with special research and survey efforts to determine the facts. Not the day-to-day data collection activities. (May include data collection, data analysis, publication, and dissemination.)
Student Services	those services such as dormitory, health, food, recreation, etc. that are provided students when the department has responsibility for instruction.
Workshops	those activities concerned with the development and implementation of workshops, training sessions, conferences, directed by the department.

APPENDIX D

SAMPLE: OPERATIONS PLANNING AND REPORTING DOCUMENT

Form A

MISSOURI STATE DEPARTMENT OF EDUCATION
OPERATIONS PLANNING AND REPORTING DOCUMENT

FISCAL YEAR 1973

☐ Operations and Evaluation Planning (Due August 1)

☒ Monitoring Report #1 (Due October 1)

☐ Monitoring Report #2 (Due January 1)

☐ Monitoring Report #3 (Due April 1)

☐ Evaluation Report (Due June 1)

Section _____ Division _____

A. Program Goal Statement(s):

1. *To facilitate the best possible educational opportunities for all handicapped children of Missouri.*

2.

3.

4.

APPROVALS:

Director	Coordinator	Asst. Commissioner

Goal # 1
Process Objective # 1

MISSOURI STATE DEPARTMENT OF EDUCATION
OPERATIONS PLANNING AND REPORTING DOCUMENT

B. Need: *Only 30% of the physically handicapped children of Missouri are now offered special services by the school district in which they reside.*
(Existing need or deficiency to be met)

C. Work Plan

Process Objective

Personnel: *Staff of Section*
(Person or office responsible for activity)

Activity: *Conduct ten workshops throughout the state to instruct administrators of LEA's concerning new legislation on education of physically handicapped children.*
(Refer to Activity Listing)

Time: *All workshops to be completed before April 30, 1973.*
(Duration of activity; date of completion)

Outcome: *An evaluation report on each workshop to be submitted to coordinator.*
(Tangible product to result from activity)

Data Needed for Evaluation: *No. of workshops held; date of each.*
No. of participants
No. of LEA's represented
No. of LEA's in Missouri

Evaluation Criteria: *Workshops conducted as planned; attendance representing at least 60% of LEA's of Missouri.*
(Level of achievement considered essential to meet objective)

Resources Necessary:	Estimated Cost:
1/3 FTE professional staff	*$4,500*
1/10 non-professional staff	*420*
Travel	*800*
Postage	*60*
Total	*$5,780*

D. Report

Progress toward this objective seems to be on schedule. Two workshops were held during the month of September. On Sept. 15 twenty-five districts were represented at a workshop in N.E. Missouri. On Sept. 22 thirty-four districts were represented at a workshop in east-central Missouri. This represents about 68% of potential participation in these areas. Each workshop consisted of five hours of organized activities, including 2 hours of formal presentation and 3 hours of informal discussion. Reaction to the value of the workshop was favorable. An evaluation questionnaire form was completed by each participant; results have been tabulated and submitted to the Coordinator. The only problem noted to this time is the disappointing number of participants. A possible reason may be that the workshops were held too early in the school year. This possibility will be investigated.

Goal # 1
Behavioral Objective # 1
for Process Objective # 1

MISSOURI STATE DEPARTMENT OF EDUCATION
OPERATIONS PLANNING AND REPORTING DOCUMENT

E. Work Plan

Behavorial Objective

Target Group: *Administrators of all LEA's of Missouri*

(Students, administrators, teachers, clients, etc.)

Behavior Expected: *Increased knowledge*

(Knowledge increase, attitude change, skill, etc.)

Content: *New Legislation relative to education of physically handicapped children of Missouri.*

(Reading, administration, planning, finance, etc.)

Time: *Five hours (duration of workshop activities)*

(Time necessary to achieve behavior change)

Data Needed for Evaluation:	Source of Data:
Measures of participants' knowledge of legislation	*Pre- and post-workshop use of questionnaire form developed for this purpose*

Evaluation Criteria: *Seventy percent of workshop participants will significantly increase in knowledge according to judgment of the section staff based on responses to the questionnaire.*

(Level of behavioral proficiency to be attained)

F. Report

Fifty-nine workshop participants completed the evaluation questionnaire. Completion of the form required both knowledge of new legislation and expression of attitudes toward the legislation. The same form was completed before and after the workshop. All participants showed increased knowledge of legislation. Most also showed more favorable attitudes after the sessions. Specific results are being recorded and tabulated, and will be reported at the end of the fiscal year.